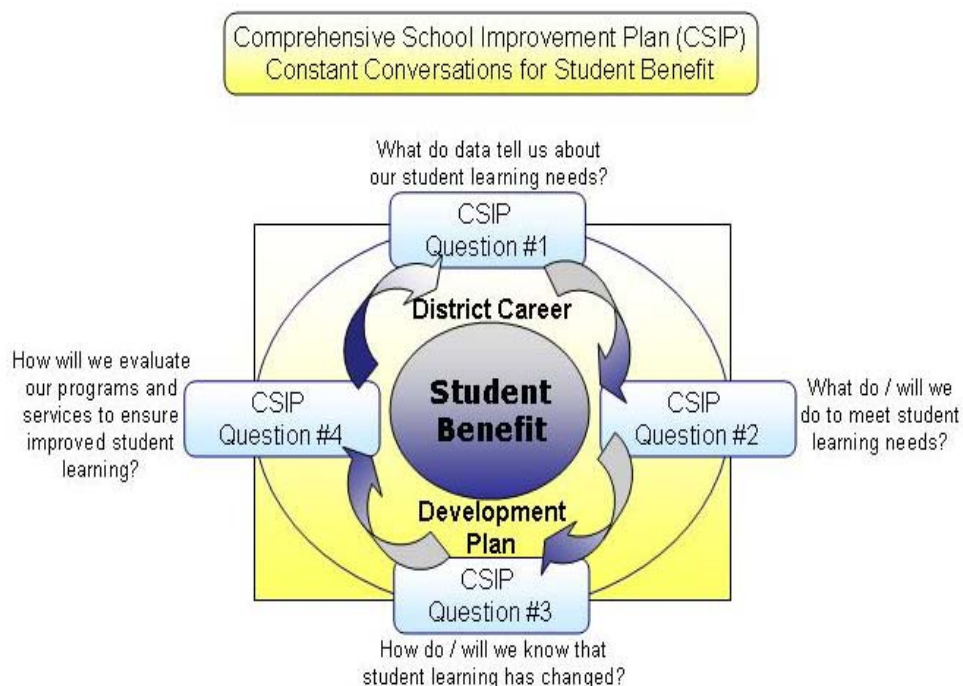


Use with **Tools 3(stan).1. Drafting the District Career Development Plan****Comprehensive School Improvement Plan (CSIP)****Constant Conversation Questions for Student Benefit**

Framework to Guide Thinking: Non-regulatory Guidance



Each public school district and accredited non public school will develop its new five-year CSIP framed around the following four questions that represent the common teaching and learning connections among all state and federal programs. The sub-questions represent only one way to think through the processes that will lead to a clear and usable plan focused on student benefit.

1. What do data tell us about our student learning needs?

- What data do we collect?
- How do we collect and analyze data to determine prioritized student learning needs?
- What did we learn through this data analysis?
- From the data analysis, what are our prioritized student needs? 65%
- How will we develop goals and actions based upon the prioritized needs?

2. What do/will we do to meet student learning needs?

- What long-range goals have been established to support prioritized student needs?
- What process will be used to determine what we will do to meet the long-range goals?
- What is our current practice to support these long-range goals?
- How is our current practice aligned with or supported by the research base?
- What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?
- What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?
- How will we support implementation of the identified actions?

3. How do/will we know that student learning has changed (student data)?

- How will we know student learning has changed over time in relation to our long-range goals?

4. How will we evaluate our programs and services to ensure improved student learning (implementation data)?

- What strategies/process will we use to evaluate how well the activities included in section II(F) were implemented?
- What implementation data will we collect, analyze, and use to determine how well each program/service selected in section II(G) has been implemented to support our CSIP goals?

Tools **3(stan).1.** Drafting the District Career Development Plan (p. 1 of 5)

Worksheet for Drafting the District Career Development Plan

Part 3 – C of the Manual lists rules and interpretations from Iowa Code subsection 284.6(3); regarding the requirements for a District Career Development Plan (DCDP). Each school district must include a DCDP within its submission of the Comprehensive School Improvement Plan (CSIP).

This worksheet assists a district in preparing the DCDP portion of the CSIP. As you work through the items in this Tool, refer to the statutory interpretations in Part 3 (II. District Career Development Plan) as well as the CSIP Constant Conversation questions and sub-questions on the facing page.

<p>Model Component</p>  <p>Collecting and Analyzing Student Data</p>	<p>IOWA Rule/Statute #1</p> <p>From CSIP Rule/Statute Interpretation Matrix</p>	<p>CSIP Constant Conversation</p> <p>?</p> <p>What do data tell us about our current student learning needs?</p>
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Rule/Statute #1

The long-range needs assessment process shall include provisions for analyzing information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following:

- 1) State indicators and other locally determined indicators,
- 2) Locally established student learning goals, and
- 3) Specific data collection required by federal and state programs

Worksheet Questions for Rule/Statute #1

The following worksheet items are the CSIP sub-questions for Constant Conversation Question 1.

- ☐ What data do we collect?
- ☐ How do we collect and analyze data to determine prioritized student learning needs?
- ☐ What did we learn through this data analysis?
- ☐ From the data analysis, what are our prioritized student needs?
- ☐ How will we develop goals and actions based upon the prioritized needs?

Tools **3(stan).1.** Drafting the District Career Development Plan (p. 2 of 5)

<p>Model Component</p>  <p>Goal Setting and Student Learning</p>	<p>Rules/Statutes #16 & 17</p> <p>From CSIP Rule/Statute Interpretation Matrix</p>	<p>Constant Conversation</p> <p>?</p> <p>What do/will we do to meet student learning needs?</p>
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Rule/Statute #16 & 17:

#16 - The district career development plan shall align all career development with the school district's long range student learning goals which are based on student achievement data and analysis (public schools).

#17 - Provide documentation that professional development is focused on instruction, curriculum, and assessment.

Worksheet Questions for Rule/Statute #16 & 17:

- ☐ What long-range goals have been established to support prioritized student needs?
Record your goals or refer to the document where they are already recorded.

- ☐ List the Annual Measurable Objective (AMO). (Annual goals will not be required in the CSIP but including them in your planning process will be helpful.)

- ☐ Indicate your professional development target for each building. (Documenting the building level target is not required in the CSIP but including them in your planning process will be helpful.)

Tools **3(stan).1**. Drafting the District Career Development Plan (p. 3 of 5)

<p>Model Component</p>  <p>Selecting Content and Providers</p>	<p>Rules/Statutes #18, 19, 20</p> <p>From CSIP Rule/Statute Interpretation Matrix</p>	<p>Constant Conversation</p> <p>?</p> <p>What do/will we do to meet student learning needs?</p>
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Rule/Statute #18, 19, & 20

#18 - Research-based instructional strategies aligned with the school district's student achievement needs and the long-range improvement goals established by the district.

#19 - The district career development plan shall contain documentation that professional development learning opportunities are aligned with Iowa Teaching Standards and Criteria.

#20 - The plan shall indicate the school district's approved professional development provider or providers.

Worksheet Questions

- ☐ For Rule #18: Explain the process for determining that the strategies/program that has been selected has a research base. How do you know that this practice has been applied in another setting and has evidence of results -- increased student achievement? List the criteria applied.

Note: Please do not send in reference lists, literature reviews, research studies.

- ☐ For Rule #19: Identify the Iowa Teaching Standards and criteria that are supported by the professional development teaching and learning opportunities.

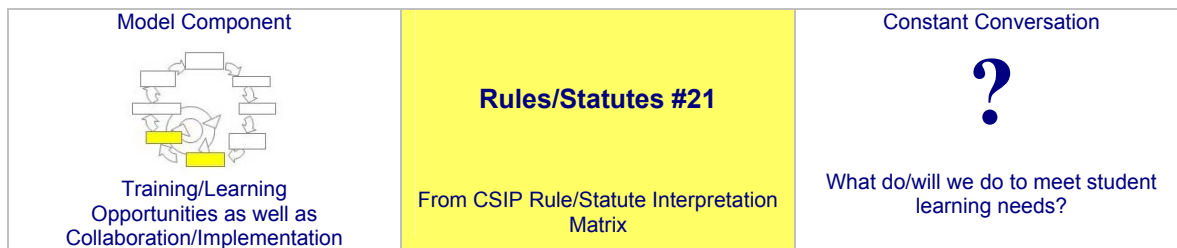
- ☐ For Rule #20: Indicate who will serve as your provider.

- ☐ Provider (check ☐ if applicable):

___ Provider supporting the district is accredited by the DE.

___ Provider supporting the district has completed the approval process.

Part 4–Tools and Resources, Page 5



Rule/Statute #21

The district career development plan shall contain description of instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching (collaboration).

Worksheet Questions

- ☐ What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?
- ☐ Indicate how the plan provides for all K-12 teachers responsible for instruction.
- ☐ Describe how training and learning opportunities will make sure teachers learn theory, see demonstrations, and practice in a workshop setting (e.g. common training sessions, workshops between common sessions).
- ☐ Describe how you intend to build in opportunities for teachers to learn collaboratively (e.g. time built into work week for observations, practice, planning, working with data, coaching).

Part 4–Tools and Resources, Page 6



Rule/Statute #35

The district career development plan shall contain a description of a program evaluation designed for formative and summative evaluation...

Worksheet Questions

- ☐ **Formative —** How will we evaluate our programs and services to ensure improved student learning? (Implementation data)

- ☐ **Formative —** List sources of data and write a brief statement describing the implementation data that will be collected to help you make decisions about needed implementation adjustments. Formative data includes what you collect to determine the frequency of how often teachers are implementing a strategy, how well the teachers are implementing and how students respond to instruction. (E.g. Collection of meeting minutes, lesson plans, teacher logs, observations, review of student data.)

- ☐ **Summative —** List sources of implementation and student achievement data you will use to decide whether you will continue the initiative as is, continue with changes, or consider the initiative complete and begin the decision-making process to select another professional development priority.